Educational goals and objectives by rotation:

Rotation name: Neurology

Location: Tuft-New England Medical Center
Lahey Clinic
Lemuel Shattuck Hospital

Type of Rotation: Elective

Length of Rotation: 4 weeks

Principle Educational Goals Based on the ACGME General Competencies:

In the tables below, the principle educational goals of the Neurology rotation curriculum are listed for each of the six ACGME competencies:

1) Patient Care
2) Medical Knowledge
3) Practice-Based Learning and Improvement
4) Interpersonal and Communication Skills
5) Professionalism
6) Systems-Based Practice

1) Patient Care

TY Residents are expected to improve their ability to evaluate and manage patients with common neurological problems that they might encounter with in their future medical practice, including, but not limited to, headache, dementia, seizures, cerebrovascular disease, Parkinson's disease and disorders of the peripheral nervous system such as peripheral neuropathy, mononeuropathy and radiculopathy.

TY Residents are expected to improve their skills in the recognition of less common neurological disorders for which referral to a neurologist would be appropriate.

2) Medical Knowledge

TY Residents are expected to improve their knowledge of common neurologic disorders, including but not limited to, their phenotypic expression, epidemiology, pathology, pathophysiology and natural history through both patient exposure and attendance at neurologic conferences during the one-month rotation.

3) Interpersonal Skills

TY Residents are expected to reinforce interpersonal skills not only with colleagues and coworkers, but particularly through exposure to patients and families with progressive and degenerative neurological illness or with severe, often irreversible, brain injury.

4) Practice-Based Learning and Improvement

A key goal for TY Residents during their rotation is to conceptualize the neurologic method and to improve upon their ability to recognize and accurately evaluate patients' neurological complaint(s). This primarily occurs through patient contact followed by feedback from senior neurologic staff or neurologic residents. Specifically, TY Residents improve their diagnostic skills by understanding the value of and learning to perform a detail-oriented history and neurologic examination that allows for the generation of an accurate and weighted differential diagnosis through the process of localization, recognition of temporal course and application of risk factor profile.

The TY resident also gains an increased appreciation for the benefits and limitations of ancillary neurodiagnostic testing, including but not limited to neuroimaging, lumbar puncture and various clinical neurophysiological procedures.

5) Professionalism

TY Residents reinforce their own established professional skills by being exposed to the culture that exists within the Neurology Department that recognizes and values the primacy of patient care, sensitivity to the vulnerable circumstances that our patients and their families are in, and mutual respect for colleagues and coworkers.

6) Systems-Based Practice

TY Residents are exposed to and become aware of the numerous resources, both intra- and extramural, that are available and necessary for the optimal care of patients with chronic neurologic illness, including but not limited to physical medicine disciplines that are intended to maximize patients' function, comfort and safety both at home and in the workplace.